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ABSTRACT

Designed for parents, the guide offers instructions for home activities to supplement the school program for children with perceptual motor disturbances. An individual program sheet is provided; behavioral characteristics and the child's need for structure are explained. Activities detailed include motor planning, body image, fine motor development, and visual, tactile, and auditory perception. Lists present community resources, suggested reading, and sources of toys and games. Finger plays and other activities are appended. (JD)

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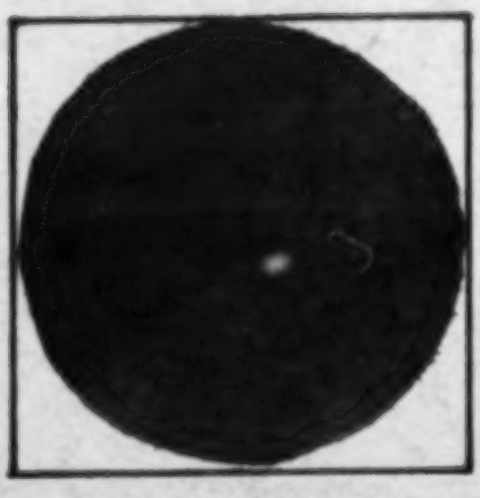

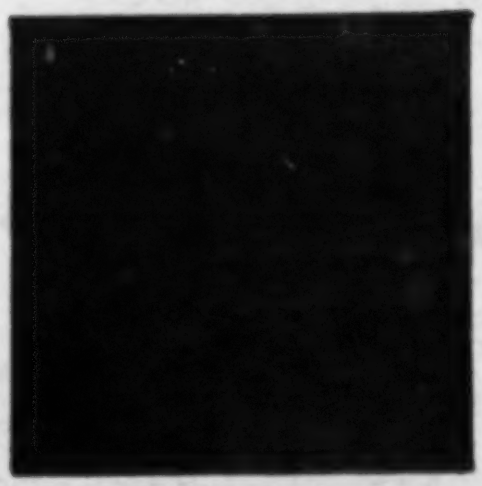

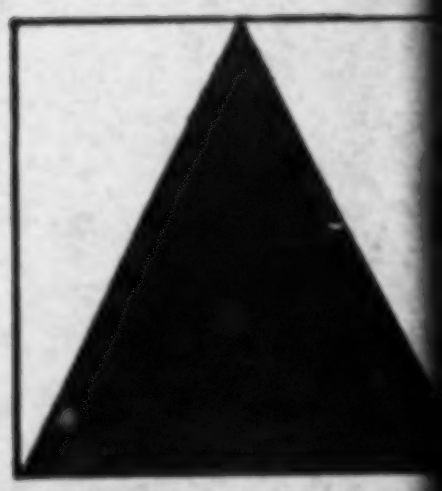

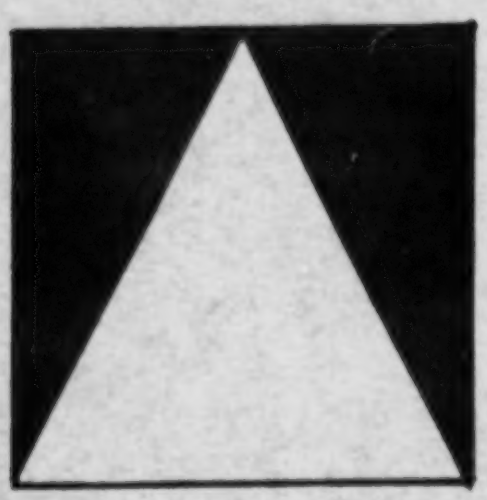

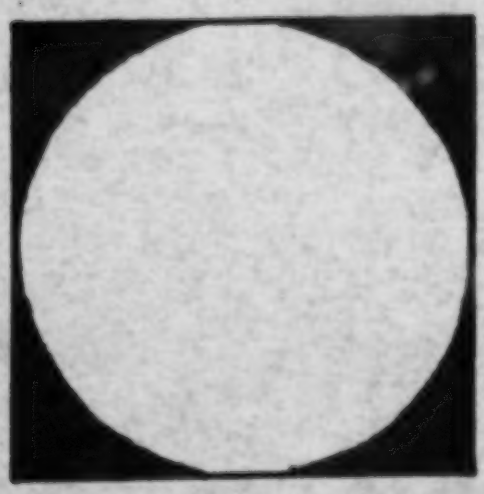

perceptual motor activities in the home

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FOREWORD

As you read this book you are aware of many facts concerning your body and its surroundings: Are you seated or standing? Is the book heavy? Is the light satisfactory? Is the temperature comfortable? Is there background noise? Your eyes are moving to follow the words; they see the markings on the page which you identify as language.

In this quiet activity, your body is receiving various information via the sensory apparatus--visual, tactile, auditory, and the position-sense called proprioception. Your muscles are responding by keeping you in the desired position, moving your eyes, holding the book , and turning the pages. Perceptual motor function involves the delivery of all types of data to the brain, and the corresponding regulation by the brain of muscular (motor) function.

The child must learn to respond by appropriate action to the stimuli (information) received concerning his environment and his actions. This information must be *recognized* and *stored*, so that it may be *recalled* to help him perform the activities of daily living. Many of these patterns are achieved by experience; others must be taught.

The child with disturbances of the perceptual motor functions requires *recognition* of such impairment, and *training* to develop these skills to his maximal potential. This book presents an excellent program for such training, when used with the appropriate guidance for the individual. Any effective program requires that the work at school be supplemented by *regular* sessions of supervised activities at home. The authors have provided clear guidelines for such an integrated and cooperative system.

September, 1969

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INTRODUCTION

Your child has a perceptual problem and you are being asked to help him overcome this problem as much as possible. The perceptually disabled child does not receive and evaluate the messages sent him by his sensory organs, particularly those affecting sight, touch and hearing. This may be true although these organs are functioning well. In other words, his responses are not what we consider "normal". In many ways this keeps your child from school achievement.

This is not a "do–it–yourself" book. You are not being asked to teach. Rather you are being asked to reinforce what the school is doing. Therefore it would be harmful to your child for you to decide what exercises you should do with him. The school will provide you with an individual program sheet which will indicate what your child needs. This program will be for only your child, prepared especially for him.

Most of the exercises are so designed that you can use objects in your own home. Much of what should be done can be done incidentally as part of daily life if you are conscious of the child's needs. With him, as many activities as possible should have a meaning. A little ingenuity on your part will go a long way.

Since your child has a perceptual motor problem he will have had many many failures up to now. Do not let this effort provide him with more failures. Emphasize achievement and success. Don't try for perfection. Give praise, not blame. Don't push him beyond his capabilities.

We will always be available to guide and assist you. If you really want to delve into the subject, there will be a lending library available for parents. It is important that you feel at ease with the school personnel.

While the selection of activities offers a great possibility for learning experiences, the effectiveness of the experience is greatly dependent on the adults who direct it. Those adults are you, the parents of a perceptually handicapped child.

General Instructions for Parents

1. Instructions should be short and simple. Be consistent.

2. After giving an instruction, do not repeat it until you have given your child time to think it over. Be sure he understands the direction.

3. Each task must be completed. It is part of the training that he not "quit" before finishing the job.

4. A definite work period should be set aside. Increase the amount of time of the work period as your child's tolerance increases.

5. If possible, a definite work area should be utilized regularly.

6. Wherever the opportunity arises, present materials starting from your child's left and progress to the right. This is good training for reading.

7. Do not threaten your child with punishment or loss of privileges if he does not succeed at the activities.

8. Do not give the child a choice regarding the starting of an activity. It is better to say "Now do this" instead of "Would you like to do this?"

9. Try to keep possible distractions to a minimum. Have no TV or radio on during sessions. Try to keep other children out of your work area.

10. Where possible both parents should work with the child at different times. (Never together.)

11. Do not allow your child to feel failure. He needs to feel successful. Give him the feeling of success by gearing activities to his appropriate level.

12. During these training sessions it is important to be as objective and impersonal as possible. At all times you must be firm but gentle.

13. The home program provides you with the opportunity to help your child. *It is a challenge for you the parents.*

Individual Program Sheet For _____.

The school staff will fill out this individual program sheet for your child by indicating the date on which the activity should begin and the page to which you should refer. Specific activities for your child will be checked off on each page. The section for comments is for the use of the school personnel and for you, the parents. We shall welcome any comments, reactions, and questions that you have and hope you will feel free to communicate with us.

Date	See Pages	Comments

Individual Program Sheet For _____.

Date	See Pages	Comments

BEHAVIORAL CHARACTERISTICS

Though what may be true for your child may not be true for another, nevertheless there are many characteristics that children with perceptual motor problems have in common. It is possible that your child will demonstrate but one of these behavioral characteristics or he may demonstrate several of them. What seems to be a disciplinary problem may be the effects of one of the following characteristics. Your understanding of these problems is needed to help your child the most.

HYPERACTIVITY:

The hyperactive child seems to be always moving. He has a surplus of energy which must be used. He is all over the house, getting into things, touching everything, running up and down stairs. Although the child cannot keep himself from acting this way, it is nevertheless very upsetting to you as parents.

The child can be helped if an attempt is made to guide his energies. A sit-down task requiring a short time for completion can be given to him. Expect his completion of this task but then give him an opportunity to move about and discharge some of his energy. He will function better in situations where quiet activities are interspersed with guided physical activities.

DISTRACTIBILITY:

Although distractibility is a normal part of the very early development of any child, the continuation of this characteristic with older children is an indication of a lack of perceptual motor development. The child who demonstrates distractibility usually cannot focus his attention upon one thing for a prolonged period of time. Rather than remaining with a specific activity or task, the distractible child loses interest quickly and begins to react to other things around him. His attention span is extremely short.

In the home, for example, distractibility can be seen in several ways. When playing with a game or toy, the child goes from one toy to the next without spending very much time at any one thing. The mere sight of another toy in the room immediately distracts him. An outside noise, such as traffic or a ringing telephone, can cause the child to lose interest in playing a game or eating a meal.

It is difficult to remove all distractions from the home environment, but an effort can be made to *reduce* them. If you are working with your child, make sure that other family members understand that for the child's benefit they are not to come into the room. If your child is reading or writing, make sure that the radio or television cannot be heard. Any other adjustments to reduce the distractions will depend upon the individual household.

PERSEVERATION:

Another type of behavior that some children with perceptual motor difficulties might demonstrate is perseveration. A child who perseverates reacts inappropriately both physically and verbally. For example, he tends to repeat himself and give the same response to two unrelated questions.

Example:	Question:	"How old are you?"
	Answer:	"Eight."
	Question:	"What day is it?"
	Answer:	"Eight."

Another instance could be the child asking a question which is answered. In just a few minutes he may repeat himself asking the same question over again. This type of verbal behavior may be upsetting to you, but it must be understood as a behavioral characteristic of a child with perceptual problems. It is of no help to your child if he is scolded for making a wrong response. Rather, try to help him break his pattern of repetition by changing the topic of conversation or having him do something completely different (e.g. take out the garbage). After a while, you can return to the original subject with your child to see if he can respond more appropriately.

Your child might also perseverate in his physical actions. If he is asked to color a circle, he may cover the entire page with color. Or, he may color only a very small section of the circle and go over and over the same thing. In writing, he may repeat the same letter or work across the entire page. If you ask your child to switch off the light, he might flick the switch endlessly. Here again, it is most important for you to try to help him break the pattern of his physical actions by making sure that he changes activities.

STRUCTURE

Many children with perceptual motor problems need a great deal of structure in their daily lives. This is more than the need for the routine which keeps orderly the lives of all of us. It will be a great relief to your child to have such a structure and he will develop a greater sense of security. He will be happy not to face the confusion in his mind of what comes first and what follows next.

To be more specific, it is important to develop a routine for each activity of daily living. For example, when he gets off the school bus he should come into the house, close the door and put down his book bag always in the same place. He then removes his hat and hangs it up in always the same spot. Next step is unbuttoning his coat, removing it and hanging it up, again always in the same place. He finishes by closing the closet door. Obviously you will have to work out this plan using a method that suits you and your household best, but the idea of a definite plan is what is important. Try to think of the areas in the house where this type of structuring will work. Suggestions would be eating, getting up in the morning and getting dressed, and even organizing his homework schedule down to the point of always doing it in the same place at the same time.

In the beginning, this structuring will take a great deal of your time but will pay such dividends that it is well worth it. Be consistent and try to be rigid in sticking to your plan, especially at first. There will be time for more freedom when your child has better control of himself and is able to stop and start and organize on his own, not only his body but also his tongue and thought patterns.

MOTOR PLANNING

Motor planning is the thinking that is necessary for carrying out a physical act. Most of the activities which develop this area of perceptual motor function involve visualizing the body and movement of its parts. It is important for the child to be able to visualize and plan body movements.

A. Body Training Exercises

1. Rolling – (The head should turn first, followed by arms, body and legs.)

2. Control of parts of the body from head to feet. Have the child move specified part or parts designated.

   Examples: "Move your head."

   "Wiggle your fingers."

   "Bend your knee."

3. Have the child lie on his stomach and lift his head, arms, and legs so that his entire weight is supported by his stomach. After he can accomplish this, have the child pivot on his stomach in order to change his position in space.

4. Have the child raise his head and legs at the same time and be able to hold the position for 5–10 seconds.

5. There are three major patterns of crawling. It is important that the child learn to do all three patterns in the following order. Each demands using the parts of the body in different combinations which are basic to motor planning. Be sure to follow your child's individual program sheet carefully. He will become confused if you push him ahead before he is ready.

   a. Both arms are used together and alternated with both legs.

   b. The arm and leg on one side of the body move together and alternate with arm and leg of other side.

   c. The right arm and left leg move simultaneously and alternate with the left arm and right leg.

B. Motor Planning Activities

1. "Angels in the Snow." Have your child lie on his back with arms at his side and legs together. Ask him to slide arms up over his head and then down to his side. Then ask the child to slide his legs apart and then together. After he can do each one of these motions separately, ask him to do them together.

2. Action songs

   a. "Did You Ever See a Lassie Go This Way and That?" The leader moves arms in different motion patterns while all sing. Child follows leader's movements.

   b. "I'm a Little Teapot."

3. "Simon Says."

4. Flag Drill – Leader puts flag, ruler or stick in different positions in the air (up, down, across the body) while child duplicates the position. Be sure to change hands.

5. Have child follow an obstacle course marked out by a ball of yarn or string. Be sure the string goes *on top* of the chair, *under* the table, *between* the chairs, *around* the stool. Emphasize the words and have the child say them. As a second step, just give spoken commands without the string.

6. Practice coordinated two-handed activities (e.g. beating a drum; pulling himself on a rope attached at one or both ends.)

C. Balance Activities

1. Have your child walk on a line or board.

2. Have your child balance on one foot – be sure child is looking straight ahead at a spot or object.

D. Eye-Hand (foot) Coordination (ability to have the eyes and hands or feet work together)

1. Throwing a bean bag (or ball) at an object or to a person is a good play activity.

2. Catching

   a. Teach the child to cup his hands in front of him while you throw the ball into his hands.

b. Same activity with hands cupped but at one side, then the other.

c. Same activity – high and low.

d. Without direction the child catches the ball whichever way it comes.

3. Hammering

a. Pounding bench or similar toys.

b. Hammer nails into wood (when appropriate for your child).

4. Kicking

a. Kicking a ball when stationary.

b. Kicking a ball when it is rolled to him.

5. Bowling

BODY IMAGE

Body Image is a knowledge of the parts of the body, how the parts of the body relate to each other, and how the body relates to its surroundings.

A. Body Parts

1. Have your child point to parts of his body as you name the part: head, stomach, arm, leg, eyes, nose, mouth, ears, cheek, chin, shoulder, elbow, wrist, hand, fingers, knee, hip, ankle, foot, toes.

   Example: "Point to your head."

2. Have child name parts of his body as you touch them.

3. Ask child to point to the body part on you that you name.

4. Ask him to name the part that you point to.

5. Ask child to move the part of his body you indicate by pointing but not touching (arm, leg, finger, etc.).

6. Using a drawing of a human figure do the same as No. 2 and No. 3.*

7. Cut up a simple magazine picture of a person and ask your child to assemble it. Other activities can be used, such as assembling a stick figure from matchsticks or making a clay figure. A doll can be used to demonstrate body parts.

8. Make a tracing of your child's hands on a piece of paper and ask the child to touch the finger on his hand which matches the one you touch on the drawing.

9. With the child blindfolded or with his eyes closed, touch a part on him and ask him to name which spot you have touched.

10. Ask the child to draw a complete picture of a person.

11. Work on the child's gaining a knowledge of the relative positions of the body parts (above, below, beside).

    Example: "Is your nose above your mouth?"

* See Appendix, page A.

12. When the child has a good knowledge of his body parts, begin to work on knowledge of the use of the different parts.

    Examples: "What do you do with your eyes?" (see)

    "What do you do with your hand?" (hold)

13. Finger plays. *

B. Right–Left Discrimination – It is important that your child learn the difference between right and left. It is not enough for him to know which is his right arm and which is his left leg. He must eventually be able to know right and left on other people. The following activities will help to develop this skill.

1. Trace each hand, then have the child identify which is his right hand and which is his left hand.

2. Always talk about right and left.

    Examples: When asking child to hand you an object ask him, "Which hand are you using?"

    "On which hand is your ring?"

    "Take off the shoe on your right foot."

    "Dry your left arm first."

3. In which direction is the arrow pointing? Draw arrows and have your child label them by either writing R or L or telling you which is the right one and which is the left one.

4. After *firmly* establishing right-left concept on the child's body, then progress to right-left on others. (Do not begin this activity until you have been instructed to do so.)

    Examples: "Which is my right hand?"

    "In which hand am I holding the flag?"

* See Appendix, pages B and C.

5. Looking at pictures in a magazine or book, ask your child questions regarding right and left.

   Examples: "In which hand is he holding the ball?"

   "Point to the baby's right arm."

   "What do you see on the right side of the page?"

6. Refer to appendix page D and ask child to mark in which hand the boy in the picture is holding the flag.

FINE MOTOR DEVELOPMENT

In the home you will find unlimited opportunities to help improve your child's fine motor activities (handskills). The following activities are suggested for developing specific fine motor movements. These activities cannot be limited to just one area of development. As an example: bean bag toss incorporates gross motor movement (shoulder and elbow motion), fine motor movement (grasp and release) and eye-hand coordination. At all times adapt to the abilities and interests of your child.

A. Crayoning

1. When he is learning to crayon, be sure he uses a large crayon and large pieces of paper.
   a. Paper might be taped to the table to prevent wrinkling or tearing.
   b. Encourage your child to make large free-hand strokes. Do not insist that the child produce a picture. Scribbling is the first step in learning control.
2. The next step is to have him fill in a large simple form such as a circle drawn with a dark thick line.
   a. Do not expect him to be able to stay within the lines at first, but do encourage him to fill the entire circle.
   b. You must remain with him to praise him appropriately. If there are empty spaces, do not fill them in yourself but point them out to the child and insist that he complete the task.
3. Gradually increase the difficulty by reducing the size of the circle; then go on to *simple* pictures from crayon books.
4. Coloring a more detailed picture is the next step.

B. One–Handed Activities

1. Grasp and Release – The ordinary activities of a child require picking up and letting go. There are two ways of grasping – whole hand grasp which develops first and pincer grasp which is a later refinement. The child should consciously release the objects and not just drop them.
   a. Whole hand grasp and release activities.
      (1) Picking up large sized fruits and vegetables (apples, oranges and potatoes) and putting them in containers.

(2) Picking up and putting down beads and blocks.

(3) Putting glasses around the table.

b. Pincer grasp and release activities (use thumb and index finger only).

(1) Picking up pencils and pegs.

(2) Setting the table with silverware.

(3) Pinching open clip clothes pins and putting them on the edge of a box.

2. Throwing

a. Bean bags or yarn balls may be used for this activity. Be sure to have a large spot or place to which the object is to be thrown. Without this visual aspect the activity loses its value.

b. Rubber balls may be used later and the size of the target may be reduced.

C. <u>Two–Handed Activities</u>

1. Catching is using two hands together in a cupped position. Trapping an object is not considered catching.

a. Use large objects initially.

b. Reduce size of the object.

2. Stringing beads.

3. Dealing and holding cards.

4. Baking activities.

a. Mixing ingredients.

b. Using rolling pin.

c. Kneading dough.

5. Drying dishes.

6. Finger plays. *

* See Appendix, pages B and C.

7. Cutting with scissors.

   a. Have child cut fringe on a piece of paper, being sure he moves his hand from left to right across the paper.

   b. Cutting the corners off paper is the next step.

   c. On a sheet of paper draw a few dark, thick, straight lines. Then have your child cut along these lines.

   d. Do the same with curved lines.

   e. Do the same with shapes such as a circle and a square.

   f. Cut out simple pictures.

VISUAL PERCEPTION

It has been stated that a major percent of everything we learn is learned visually. The ability to learn visually does not depend necessarily upon the quality of eyesight, but upon the ability of the child to *interpret* what is seen.

Visual discrimination is the ability to perceive differences in what is seen. It is important for the child to learn to discriminate in terms of color, form, shape, symbols and size .

A. Color – Be sure to use true colors when your child is first learning. Limit the colors to red, blue, green and yellow.

1. Introduce the names of colors during conversations and activities in the home.

   Examples: "What a pretty *red* dress you are wearing."

   "Help me fold these *blue* towels."

2. Have your child find something that is the same color as the object you show him.

   Example: Place red and blue objects (blocks, crayons, marbles, wrapped candies) in front of the child. Select an object and ask him to find something of the same color.

3. The next step is to present the child with objects of two different colors and ask him to sort them according to color. (Construction paper cut-outs, red socks and blue socks.)

4. After the child has successfully matched and sorted objects of two different colors, introduce a third and finally a fourth color.

5. Give the child a pattern of colored objects and ask him to copy it.

   Example: Show the child a string of beads in a red, blue, red, blue order and ask him to make another just like it.

B. Shapes – We live in a world of shapes and conbinations of shapes and symbols. They are the basis of our written language. It is essential that a child have a solid foundation in his knowledge of shapes and symbols on which to build his reading skills.

1. If you have a form board it is good to use it when working on shapes.

   Example: Have child match shape to proper inset.

2. Introduce the shape of the circle by presenting the child with an object. Have him touch and see and name the shape of the object.

   Example: "See the round plate." "Pick it up and hold it." "What shape is it?"

3. Have him match the shape to other objects. Cut out circles and squares from construction paper. Give him a sample and then ask him to find all the others that look like the sample.

4. Present the triangle using a cut out form.

5. Cut circles in red, squares in blue and triangles in yellow. Ask him to sort them according to shape.

6. Cut circles of all colors, squares of all colors, etc. Ask child to sort according to shape.

7. Using cut out forms or boxes, introduce the shape of a rectangle and a diamond.

8. Draw your child's attention to shapes in his daily environment.

   Examples: "What shape is the table?"

   "What shape is the street sign?"

9. At the same time your child is becoming familiar with shapes, he should be learning to match objects and pictures.

   a. From an assortment of pictures (in which you have duplicates) ask child to find two that are the same. Magazine pictures can be used.

   b. Lotto games may also be used for this activity.

C. Size – After the child has become aware of form and shape, he is ready to distinguish between sizes.

   1. This includes the concept of "big and little".

      a. When first working on "big and little" be sure that contrasts are obvious.

         Example: Using a dinner plate and a saucer, say, "Show me the big plate". "Show me the little plate."

      b. You can then change the sizes of objects so there is still a difference but a less evident one.

c. Have him grade several objects according to size from biggest to smallest.

Example: You can use varying sized cartons such as jello, small cereal, large cereal.

2. For concept of "tall and short" use the same procedures as with "big and little".

Example: You can use varying lengths of paper straws, different lengths of pencils, or different sized spoons.

3. The same types of activities can be used for reinforcing other size concepts (fat and thin, wide and narrow).

D. Visual Memory is the ability to retain and recall what one has seen. It is a necessary skill for successful learning.

1. Place several familiar objects (fork, cup, pencil) on the table. Have your child point to and name each object as he looks at it. Ask him to turn away and name as many objects as he can remember. Start with three objects and gradually increase the number to ten.

2. Line up a series of objects, pictures, or toys. Tell your child to look at them carefully. While he closes his eyes, change the order of one object. Ask him to replace it in the correct order. Later change the position of two or three objects.

3. What's Missing? – Several objects are named and placed on the table. Have your child look at them for several seconds. While he looks away remove one object. He must name the missing object. The number of objects removed can gradually be increased.

4. Where Is It? – Have your child close his eyes and point to various people and objects in the room as they are named by you.

5. Describe something and have your child name it from your description.

Example: "I am red, round and grow on a tree. What am I?" (Apple or cherry).

6. Have your child describe the exact location of an object in the room. If possible have him fetch the object. Do not allow him to point.

7. Expose a geometric form (later a simple drawing). Remove it and ask child to draw it from memory. It is important for him to close his eyes for a few seconds following exposure.

8. Concentration Card Game – You can use an Old Maid deck making sure to remove the Old Maid card. Turn cards face down in rows. Child selects two cards and turns them over. If they do not match they are returned to their respective locations. This can also be done with a deck of regular cards.

E. Spatial Relations

1. Position in space can be defined as the relationship of objects in space to one's own body. This also applies to the relationship of objects to each other.

Examples: The ceiling is *above* your head.

You are standing *between* the chairs.

The cat has gone *under* the bed.

a. Develop an obstacle course of household items. Have the child go *under* the ironing board, *over* the waste basket and *between* the table and chair.

b. Using a box and a button, have the child place the button *under* the box, *next* to the box, *in* the box, etc.

2. Figure–Ground discrimination – The child with poor figure-ground discrimination often has problems in reading. He tends to skip lines and words and often loses his place on the page. At certain times he cannot perceive a word or group of words. For example, when reading the line of words "We learn to add and subtract", the child might read, "We learn to subtract".

The *figure* is that part of the field of perception that should be the center of the child's attention. The remainder of this is the *ground*. For example, when a boy is playing ball, the ball is the *figure* and other things in the school yard (swings, see-saw, etc.) which should not be the focus of attention are the *ground*.

a. Sorting

(1) By color – The most simple exercise consists of sorting different colored objects (blocks, buttons). Begin with two colors such as red and yellow mixed together in one container. Have the child separate the colors into different boxes. This exercise can be increased in difficulty by using several colors or colors that are similar (such as lighter and darker shades of one color).

(2) By shape – Begin with separating round things from square, then increase number and complexity of shapes. A refinement of this can be using objects with only vague differences - - such as separating buttons with two holes from those with four holes.

b. Peg board activities – Use two peg boards, one for you and one for your child. The child's placement of pegs must be in the exact same location and on the same line as your sample board.

(1) Make a three-pegged horizontal line (use same color pegs) and ask him to copy this on his board. Make sure the child begins on the left side of the board and works toward the right when reproducing the line.

(2) Place pegs in every other hole so that the pattern is "peg, hole, peg, hole, peg". As he is working have your child go from left to right.

(3) Use two different colors and fill entire row horizontally.

(4) Make a row of pegs going vertically. Use same sequence as when making horizontal rows.

(5) Make line diagonally using same sequence as with horizontal and vertical rows.

(6) Make a cross, first using two different colors and then just one color.

(7) Give child a sample of a square to copy onto his own peg board.

(8) Give him a sample of a triangle to copy.

(9) Give him a sample of a diamond to copy.

(10) Give him a sample that does not follow any particular form. Use many colors and have your child copy.

c. Locating Objects

(1) Ask your child to discriminate among different shapes in the room. Ask him to point to all the round things he sees, all the square things he sees, etc.

(2) Ask him to point out particular objects in the room as you describe them.

Examples: "Point to the large green book."

"Point to the clock."

(3) Ask your child to find and bring to you a certain object.

Examples: "Bring me the book from the top of the desk."

"Bring me the large kitchen spoon with the red handle."

(4) Using magazine pictures, ask your child to point out or draw a circle around specific items.

Examples: "Draw a circle around each person in the picture."

"Point to every car you see in the picture."

(5) While out for a walk or drive, ask your child to look at or point to specific places and things.

Examples: "Point to the white house on the corner."

"See the dog on the sidewalk."

(6) Other activities

(a) Assemble simple model kits.

(b) Use picture mazes from children's activity books.

(c) "Find the hidden animals" or some such item which can be found in children's activity books.

(d) Dot-to-dot pictures.

(e) Use construction toys such as Tinker Toys or Lincoln Logs.

(f) Puzzles – You can purchase these or you can make them by pasting a picture on cardboard and then cutting it into several pieces. You can up-grade this later by cutting the same puzzle into more pieces.

F. Eye Tracking – In order for a child to learn to read quickly and easily, it is necessary that he have good eye control. The activities suggested below will help. Watch for fattigue. Five minutes at a time is sufficient.

1. Thumb tack on a pencil - Hold pencil about 20 inches from the face of the child and ask him to follow "with your eyes, keeping your head still".

   a. Move pencil left to right.

   b. Move pencil up and down.

   c. Move pencil in a rotary motion.

2. Standing about five feet in front of the child, move an object or roll a ball or move a bead along a string and have child follow the movement of the object from left to right without moving his head.

3. Seat child comfortably. Have him follow an object (one that holds his attention) that is moved by another person. If he has trouble following it with his eyes, have him point to the object. The arm following the object will help guide the eyes.

4. Hang a ball from a high place so that it will be about 3 feet from the floor.

   a. Have the child lie on the floor so that the ball is directly above his head.

   b. Swing the ball slowly from side to side. Have the child follow the ball with his eyes only.

   c. Next swing the ball front to back making sure the child follows ball with his eyes.

   d. Then swing the ball in a circular motion and have the child follow with his eyes.

   e. You can make up games with moving objects on the table. The child has to say when the moving object is going to hit the target.

      Example: Move a toy car towards a barrier.

TACTILE PERCEPTION

Tactile perception is the ability to identify objects, shapes and textures by touch. These exercises are to be used only as a reinforcement of what the child is working on at school.

A. Form and Shape – Ask your child to identify forms by touch.

1. Start with the circle. You can use jar tops, plastic cups, saucers, balls.

   a. Have your child feel the circle with his hands and then trace around the edge with his index finger. Emphasize the name "circle". You can also say "round" and "circular". Be sure he realizes what shape he is feeling.

   b. Have your child try to trace on paper around a plate (the larger the better), so that he gets the feeling of a circle in his whole arm.

   c. Then ask him to draw a circle freehand. There is no time limit to this procedure... it might take days or weeks. Follow step by step and do not advance until directed by the school.

2. Continue with the square. For this you can use a square box, blocks or square baking pans. Follow the same steps as for the circle.

3. An item shaped as a triangle is difficult to find in the house. We suggest that you cut one out of cardboard and follow the same steps as for the circle.

4. The rectangle should be worked with next. For this it is suggested you use shoe boxes, cookie boxes, soap or baking pans. Follow the steps as you did with the circle.

5. The diamond shape follows. You will probably have to cut one out of cardboard.

6. Continue to discuss and constantly point out names and shapes of objects as you see them daily.

   Examples: "What shape is the stop sign?"

   "Look at the triangular shaped roof."

   "Are those two windows the same shape?"

B. Texture

1. Ask your child to identify textures, first with vision then with his eyes closed. Some children find it difficult to keep their eyes closed or don't like being blindfolded. You can accomplish the same thing by cutting two holes in the side of a box to accommodate his hands or by putting objects in a paper bag.

   a. The following descriptive words are used first to teach the child the qualities of texture: "hard-soft"; "rough-smooth".

   b. Use everyday objects such as blocks, cotton balls, sponges,sandpaper, glass.

   c. Clothing textures such as smooth leather, rough corduroy, can also be used.

   d. At all times name the material and the descriptive word.

      Example: "smooth glass"

      "soft cotton ball"

      "rough sandpaper"

C. Discrimination

1. Place a variety of hard and soft objects (cotton balls, sponge, material, marble, stone) in a paper bag. Have your child put the soft objects on his left side and the hard objects on his right side.

2. Have child with eyes closed or with objects hidden from sight, sort objects according to touch.

   Examples: "Place all spoons on the right and all forks on the left."

   "Place all the square blocks on the right and the round beads on the left."

3. Ask the child with eyes closed to describe the object that is being placed in his hand using all the descriptive words he has learned.

   Example: Put a block in his hand and he should answer, "It is hard, square, and smooth". Ask more questions if he does not give a complete answer.

4. Ask your child to give you something "hard", "spongy", etc.

D. Memory

1. With his eyes closed ask the child to describe the shape of an object you have placed in his hand.

2. Ask the child to name things that are "soft and furry", "round and hard", "smooth and flat", etc.

3. Place a variety of objects in a bag and ask the child to locate an object from a verbal description.

   Example: "Find something that is soft and spongy."

AUDITORY PERCEPTION

Although the child may have perfectly good hearing, his capacity for listening may present an area of difficulty. Emphasis is on the development of listening skills. The child must be able to distinguish one sound from another, to know the source of the sound (location) and to remember information learned by listening.

A. Localization

1. Blindfold your child or have him turn his back. Ask him to point, indicating the direction from which the sound is coming.

2. Hide a kitchen timer or a clock with a loud tick under a pillow, in a box, or behind a door and ask child to locate it.

B. Discrimination

1. Child should close his eyes (or use blindfold). Parent makes a sound and asks child "What is it?". Possible sounds: tearing paper, clapping hands, coughing, jingling money, pouring water, banging blocks, bouncing a ball, dropping an object, moving a chair, cutting with scissors.

2. Ask your child to name different sounds he hears outside or in the house while sitting still and listening.

3. Ask your child to tell how many times a certain sound is made – number of taps on the table, number of times hands are clapped.

C. Memory

1. Ask the child to repeat a series of numbers that you say aloud. "4–3", "5–2–1", "2–2–5–8". Increase the difficulty by adding more numbers (up to seven numbers).

2. Give a series of instructions such as "knock on the table" and "open your book". Increase the number of directions given at one time as the child shows good performance.

3. Give a three word sentence and ask your child to repeat it. Then add another word to the same sentence.

   Examples: "Look at the dog."

   "Look at the dog run."

   "Look at the dog run fast."

COMMUNITY RESOURCES

BERGEN COUNTY

Organizations for Parents

New Jersey Association for Retarded Children
84 Euclid Street
Hackensack, New Jersey
Telephone: 487-7515

Northern Section of the New Jersey
Association for Brain Injured Children
Box 112
Saddle River, New Jersey 07458

Boy Scouts

Ridgewood–Glen Rock Council
48 Godwin Avenue
Ridgewood, New Jersey

A troop meets every Thursday evening
at the Elks Club in Ridgewood.
For information, call: 444-4615

North Bergen County Council
1090 Main Street
River Edge, New Jersey

For information, call: 342-8600

Girl Scouts

Girl Scout Council of Bergen County
Bergen Mall
Paramus, New Jersey

For information on the troop that would
best suit your daughter, call: 845-4700

Recreation Programs

Cerebral Palsy Center of Bergen County, Inc.
241 North Van Dien Avenue
Ridgewood, New Jersey

This organization sponsors a Saturday recreation program from 1 p.m. to 5 p.m. for physically handicapped children.
For information, call: 444-6018

Northern Section of the New Jersey Association
for Brain Injured Children
Box 112
Saddle River, New Jersey 07458

This organization conducts play groups on Saturdays in Fairlawn Clifton and Bergenfield.
For information, call: 675-0112

Camps

Camp Sunshine
Cerebral Palsy Center of Bergen County, Inc.
241 North Van Dien Avenue

Telephone: 444-6018
A day camp for physically handicapped children.

Camp Beacon
Northern Section of the New Jersey Association
for Brain Injured Children
Box 112
Saddle River, New Jersey

A day camp in Mahwah, New Jersey for neurologically impaired children.

Camp Merry Heart
Hackettstown
New Jersey

For further information on Camp Merry Heart for crippled children contact Mrs. Ethel Thompson at 59 Mills Street, Morristown, New Jersey. The telephone number is: 538-8466

ESSEX COUNTY

Organizations for Parents

New Jersey Association for Brain Injured Children
61 Lincoln Street
East Orange, New Jersey

New Jersey Association for Retarded Children,
Essex Unit
62 North Walnut Street
East Orange, New Jersey 07017

Telephone: 676-8070

Boy Scouts

Orange Mountain Council
439 Main Street
Orange, New Jersey 07050

There is a special troop in South Orange.
For information, call: 673-6050

Cerebral Palsy Unit
7 Sanford Avenue
Belleville, New Jersey 07109

The unit sponsors a cub pack for special children.
For information, call: 751-0200

Tamarack Council
10 Donaldson Avenue
Rutherford, New Jersey

For the troop which meets your child's
special needs, call: 438-3046

Girl Scouts

Girl Scout Council of Greater Essex County
81 Main Street
Orange, New Jersey

There are some troops available to the handicapped.
For information, call: 746-0200

Recreation Facilities

Montclair Y.W.C.A.
159 Glenridge Avenue
Montclair, New Jersey

The Y.W.C.A. runs a recreation program for handicapped children which meets Saturdays from 11 a.m. to 2 p.m.
For information, call: 746-5400

Mt. Carmel Guild
99 Central Avenue
Newark, New Jersey

There is a Saturday recreation program for visually handicapped children.
For information, call: 622-1460

Camps

Learning Disabilities Day Camp
Box 197
Montclair State College
Upper Montclair, New Jersey 07043

There is a summer day camp for children with learning disabilities located at Montclair State College. For information contact Dr. Harold Scholl, Coordinator, at the above address.

Camp Merry Heart
Hackettstown
New Jersey

For further information on Camp Merry Heart for crippled children contact Mrs. Ethel Thompson at 39 Mills Street, Morristown, New Jersey. The telephone number is: 538-8466

HUDSON COUNTY

Organizations for Parents

Hudson County Association
for Brain Injured Children
New Jersey Association for
Brain Injured Children
61 Lincoln Street
East Orange, New Jersey

New Jersey Association
for Retarded Children
560 West Side Avenue
Jersey City, New Jersey

Boy Scouts

Hudson – Hamilton Council
857 Bergen Avenue
Jersey City, New Jersey

There is one troop for special children
which meets in Jersey City.
For information, call: 434-1134

Girl Scouts

Pavonia Council
3487 Kennedy Boulevard
Jersey City, New Jersey

There is a troop for special children
which meets in Jersey City.
For information, call: 656-1440

Recreation Programs

Hudson County Brain Injured Association
Jersey City, New Jersey

There is a Saturday morning program which includes
swimming, gross motor activities, speech and arts and crafts.
For information, call: 435-4468

Camp

Camp Merry Heart
Hackettstown
New Jersey

For further information on Camp Merry Heart for crippled children contact Mrs. Ethel Thompson at 59 Mills Street, Morristown, New Jersey. The telephone number is 538-8466

UNION COUNTY

Organization for Parents

Union County Association
for Retarded Children
562 Boulevard
Kenilworth, New Jersey

Essex–Union County Association
for Brain Injured Children
New Jersey Association for
Brain Injured Children
61 Lincoln Street
East Orange, New Jersey 07017

Boy Scouts

Union County Boy Scouts of America
601 Union Avenue
Elizabeth, New Jersey 07208

There is one boy scout troop and one cub pack for the handicapped. For information, call: 354-5676

Girl Scouts

Washington Rock Council
201 Grove Street
Westfield, New Jersey

There is a troop sponsored by Easter Seal for physically handicapped girls in Plainfield. For information, call: 232-3236

Recreation Programs

United Cerebral Palsy of Union County
216 Holly Street
Cranford, New Jersey 07016

There is a Saturday recreation program and a summer program.
For information, call: 686-6788

Essex–Union Association for
Brain Injured Children
New Jersey Association for
Brain Injured Children
61 Lincoln Street
East Orange, New Jersey

A Saturday play group for children from 5–13 and a teen Saturday group for teenagers from 14–17 are sponsored by the Brain Injured Association of Essex–Union County. Both programs meet in Millburn, New Jersey.
For further information, call: 376-3766

Young Men's Christian Association
Five Corners Branch
218 Salem Road
Union, New Jersey

A Tuesday afternoon physical recreation program is sponsored by the Y.M.C.A.
For information, call: 687-5570

Camp

Camp Merry Heart
Hackettstown
New Jersey

For further information on Camp Merry Heart for crippled children contact Mrs. Ethel Thompson at 59 Mills Street, Morristown, New Jersey. The telephone number is 538-8466

SUGGESTED READING LIST *

Anderson, Camilla M. Jan, My Brain-Damaged Daughter. Portland, Oregon: The Durham Press, 1963.

A practicing psychiatrist, mother of a brain-injured child now over 21 years of age, tells her daughter's story in the hope of bringing more understanding to the problems of such children.

Behrmann, Polly and Willman, Joan. Excel: Experience for Children in Learning. Cambridge, Mass: Educators Publishing Service, Inc., 1963.

Family-oriented games and activities are suggested for developing oral expression, visual and auditory discrimination, and motor coordination.

Capa, Cornell and Pines, Maya. Retarded Children Can Be Helped. Great Neck, New York: Channel Press, Inc., 1957.

Although this book is of 1957 vintage, it can still serve as a basic book for parents of the retarded. It is couched in suitable lay language and is, for the most part, realistic.

Cruickshank, William M. The Brain-Injured Child in Home, School, and Community. Syracuse, New York: Syracuse University Press, 1967.

This book is written especially for parents of children with perceptual motor problems. Practical suggestions for working with your child are given.

Gardner, Richard A. The Child's Book About Brain Injury. New York: New York Association for Brain Injured Children, 1966.

This is a book written especially for the brain injured child to read. The author presents many of the questions such a child might ask and explains why and in what way he may differ from other children.

Ginglend, David R. and Carlson, Bernice Wells. Play Activities for the Retarded Child. Nashville, Tenn: Abingdon Press, 1961.

Games, crafts, and musical activities for both young normal and retarded children are described in detail.

Gordon, Sol. The "Brain Injured" Adolescent. East Orange, New Jersey: New Jersey Association for Brain Injured Children, 1966.

This pamphlet offers 18 practical suggestions on helping brain injured adolescents in their social contacts and activities, in assuming responsibility, in family relationships and in preparation for the future.

Junker, Karin Stensland. The Child in the Glass Ball. New York: Abingdon Press, 1964.

A mother of two handicapped children writes a biography of both her children, one of whom suffered brain damage in infancy.

* These books are available in the A. Harry Moore School Library.

Kvaraceus, William and Hayes, William. If Your Child is Handicapped. Boston, Mass: Porter Sargent, 1969.

This book contains the personal stories of 46 families and their adjustment to being parents of a handicapped child.

Lewis, Richard S. The Brain Injured Child. Chicago, Ill: National Society for Crippled Children and Adults, 1963.

Written for parents of brain injured children, this book discusses in non-technical terms the handicaps imposed on the child. Diagnosis, treatment, and methods of education are explained concisely.

Lewis, Richard S., Strauss, Alfred A. and Lehtinen, Laura E. The Other Child. New York: Grune & Stratton, 1960.

This book explains the effects of brain injury on the behavioral patterns and conceptual functions of the child. Practical suggestions are made for successful management and education of brain injured children in the home and at school.

McDonald, Eugene T. Understand Those Feelings. Pittsburgh, Penna: Stanwix House, Inc., 1962.

Actual feelings and reactions of parents of handicapped children are quoted and discussed in this book. These feelings and reactions are followed by appropriate information, proper guidance, and positive action which a family of a handicapped child might pursue.

Siegel, Ernest. Helping the Brain Injured Child, a Handbook for Parents. New York: New York Association for Brain Injured Children, 1961.

This book discusses the management, supervision, and discipline of the brain injured child. It also offers suggestions for helping the child with his daily activities of eating, dressing, toileting and washing. The behavioral symptoms of brain injured children are also explained. This book is well written and is highly recommended.

Smith, Bert Kruger. Your Nonlearning Child; His World of Upside-Down. Boston, Mass: Beacon Press, 1968.

This book provides information on the wide variety of learning disorders and offers sources of help in dealing with these disorders.

Wittes, Glorianna and Radin, Norma. The Learning Through Play Approach. San Rafael, California: Dimensions Publishing Co., 1969.

This book provides suggestions for parents to help them occupy their child's time meaningfully through music, art, and dramatic play.

Wittes, Glorianna and Radin, Norma. The Nurturance Approach. San Rafael, California: Dimensions Publishing Co., 1969.

This book stresses surrounding your child with a healthy emotional environment and provides the parent with suggestions for helping the child develop a good self image and good inter-personal relationships.

Wittes, Glorianna and Radin, Norma. The Reinforcement Approach. San Rafael, California: Dimensions Publishing Co., 1969.

This book presents a positive approach to the area of developing discipline in the child. Emphasis is placed on recognizing and reinforcing good behavior.

PHAMPHLETS AVAILABLE

Freeman, Roger D. Emotional Reactions of Handicapped Children. (Sept., 1967.)

Frey, Marybeth P. ABC'S For Parents: Aids to Management of the Slow Child at Home. (Sept., 1965)

Hallenbeck, Phillis N. Special Clothing for the Handicapped: Review of Research and Resources. (Feb., 1966)

Robinault, Isabel P. Feedback From the Family Man: Guidance Pointers from Parents of Disabled Children. (Aug., 1968)

SOURCES OF RECOMMENDED TOYS AND GAMES

Fisher Price Co.

Rock a Stack
Creative Blocks
Snap Lock Rings and Beads

Playskool

Peg Sets
Hammer and Nail Set
Playskool Puzzles
Nok–Out Bench
Jumbo Wood Beads
Blocks
Playskool Match–ups
Lincoln Logs
Play–doh
Color Forms

Child Guidance Toys

Kittie in the Keg
Learning Tower
Ring Arounds
Nuts and Bolts

Milton Bradley Co.

Dominoes
Lotto

Sifo

Form Board
Puzzles

APPENDIX

A.

FINGER PLAYS

Here's A Bunny

Here's a bunny (forefinger and middle finger)

With ears so funny.

And here's a hole in the ground (other arm)

When a noise he hears,

He pricks up his ears,

And jumps in the hole in the ground.
(Two fingers jump into hole made by arm.)

Open Them, Shut Them

Open them, shut them.

Open them, shut them.

Shut them, open them.

Shut them, open them.

Put them in your lap.

Five Soldiers

Five little soldiers standing in a row.	(Hold up five fingers.)
Three stood straight and two stood so.	(Thumb and forefinger down, other three stand up.)
Along came the captain	(Left hand forefinger comes marching in.)
And what do you think?	
Those soldiers jumped up	(Thumb and forefinger snap up and join others.)
Quick as a wink.	

TEACHING TIME

Two tall telephones spoke (index fingers up)
A wire between them strung (middle fingers touch)
Up jumped two little blackbirds (thumbs)
And they swung and swung and swung.

WHERE IS THUMBKIN?

Where is thumbkin, where is thumbkin?
Here I am, here I am.
How are your today sir, how are your today sir?
Very well I thank you, very well I thank you.
Run away, run away.

(Repeat, naming each finger successively, pointer, tall man, ring finger, pinky.) When all fingers have been named and 'run away', fingers of both hands are wiggled to the words, "Here we are, here we are".

TWO LITTLE BLACKBIRDS

Two little blackbirds sitting on a hill	(hold up forefinger of both hands)
One named Jack and one named Jill.	
Fly away Jack	(Make over-the-shoulder motion with forefinger of right hand)
Fly away Jill	(Make over-the-shoulder motion with forefinger of left hand)
Come back Jack	(Bring forefinger of right hand back towards the front)
Come back Jill.	(Bring forefinger of left hand back towards the front).